

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other
☐ Charter ☐ Title I ☐ Magnet ☒ Choice

Name of Principal: Mr. Paul McLaughlin

Official School Name: St. Veronica Elementary

School Mailing Address:
4475 Mt. Carmel Tobasco Rd.
Cincinnati, OH 45244-2225

County: Clermont State School Code Number*: 068056

Telephone: (513) 528-0442 Fax: (513) 528-0513

Web site/URL: www.stveronica.org/school E-mail: paul@stveronica.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Brother Joseph Kamis, SM

District Name: Archdiocese of Cincinnati Tel: (513) 421-3131

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Peggy Johns

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

Does not apply to private schools

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☒ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

4. 10 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7	26	22	48
K	26	25	51	8	10	24	34
1	32	27	59	9			0
2	30	30	60	10			0
3	30	29	59	11			0
4	23	29	52	12			0
5	22	19	41	Other			0
6	30	24	54				
TOTAL STUDENTS IN THE APPLYING SCHOOL							458

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ 2 % Asian
 _____ 1 % Black or African American
 _____ 2 % Hispanic or Latino
 _____ 0 % Native Hawaiian or Other Pacific Islander
 _____ 92 % White
 _____ 3 % Two or more races
 _____ **100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 2 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	9
(4)	Total number of students in the school as of October 1.	458
(5)	Total transferred students in row (3) divided by total students in row (4).	0.020
(6)	Amount in row (5) multiplied by 100.	1.965

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 7

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 2 %

Total Number of Students Served: 10

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>2</u>
Special resource teachers/specialists	<u>0</u>	<u>3</u>
Paraprofessionals	<u>0</u>	<u>12</u>
Support staff	<u>1</u>	<u>2</u>
Total number	<u>23</u>	<u>19</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 20 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	98%	97%	97%	98%	98%
Daily teacher attendance	98%	99%	99%	99%	99%
Teacher turnover rate	14%	14%	9%	14%	0%

Please provide all explanations below.

2004-2005 teacher turnover due for families or higher pay.

2006-2007 teacher turnover for higher pay.

2007-2008 teacher turnover for pregnancies.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

St. Veronica School is a supportive and caring school community that believes in the value and uniqueness of each individual. Through its philosophy of acceptance and encouragement, our students develop skills and values that last a lifetime. We believe in a quality Catholic education for our students in grades K-8 which takes into consideration all facets of the individual - spiritual, physical, mental, moral, and social. Our school mission is to make St. Veronica School a Christ-centered community, where every child/adult is safe and feels that he or she belongs.

Our traditions are rich with character building activities. Each year we establish monthly core values that students reflect on each week in their Kindness Journals. We encourage students, staff and other stakeholders to participate in our monthly service projects which include: collections for the nation of Haiti, collecting canned food for the St. Vincent de Paul Society and the Bishop Leibold Home, providing building materials for Habitat for Humanity, and providing animals for third world countries through the Heifer Project. Grade level opportunities include our 4th grade Adopted Grandparents Program, Kindergarten and seventh grade Bus Buddies, Kindergarten and sixth grade Reading Buddies and the first and eighth grade Special Friends Program. These programs give our students opportunities to share leadership and positive involvement in the community. Our traditions include Back to School Night so parents can meet the teachers, Mass or prayer services every week, and in November, we participate in the Everybody Counts Program. Each December we have Santa's Secret Shop, St. Nicholas and St. Lucia festivities. In January, we celebrate Catholic Schools Week that includes an eighth grade vs. faculty volleyball game, and our annual community wide evening Italian Family Feast. We end each year with Spirit Day, a day of team activities and special treats. Caring relationships among staff members are encouraged by monthly breakfasts and after school social gatherings.

Communication to our parents, parish members, and the outside community through bulletins, announcements, the school website, and local newspapers is extremely important in helping our children develop positive attitudes and strong character.

St. Veronica School opened in 1975. Milestones in our school community include the addition of a computer lab in 1998 which has expanded to the use of wireless laptops, Smartboards and mounted projectors, and other equipment in the classrooms. Every member of the school community contributed to the completion of two tiled art murals in 2000 to celebrate our 25th anniversary. In 2004, we had a major addition to our facility that provides additional classroom, meeting rooms and an activity center/gym. In 2005, the school began offering the option of full-day kindergarten. In addition to academics and service opportunities, the school offers band, vocal ensemble, after school art classes, and sports activities through our parish booster organization.

Recent major accomplishments at St. Veronica School include receiving the Buckeye Best Healthy School Award in 2005 and 2006 and being named an emerging school of character in 2008 by the Ohio Partners in Education, Ohio Department of Education and the Ohio Better Business Bureau. In the spring of 2008, our school achieved its goal and received a plaque for building an Ark of Hope for the Heifer Project, and our Vocal Ensemble received the highest honor, the "Esprit de Corps", at the Heritage Music Festival national competition. This award is given for personal integrity, quality character values, a desire for excellence and a spirit of cooperation. St. Veronica consistently places in the top 10% of the nation on the TerraNova tests.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

St. Veronica School administers the TerraNova tests in October each year. The tests are given to 100% of the students in grades 2, 4, 6, and 8 with make-up tests given when a student is absent. The results of the past 5 years indicate that St. Veronica's students consistently obtain higher scores than their anticipated scores on the National Percentage of the Mean National Curve Equivalents. In 2007, our eighth grade class scored an average of 11 points higher than their anticipated scores.

There was a significant point difference in all grade levels on the reading tests. The second grade class scored an average of 10 points higher than expected, the fourth grade class was an average of 12 points higher than expected, and the sixth grade scored an average 7 points higher than expected. When these scores are compared against the scores from 5 years earlier the scores are similar. In 2003, the students in eighth grade scored an average of 9 points above their expected performance, sixth grade scored an average of 7 points above the expected, fourth grade scored an average of 8 points above the expected and second grade scored an average of 9 points above the expected. In all 5 reported years, all tested grade levels obtained scores higher than their anticipated scores in reading. In 2004 the obtained scores in reading were also higher in each grade level. In 2004, the fourth grade students showed the greatest disparity in scores by achieving an average of 15 points higher than the anticipated score. In 2005 and 2006, all 4 grade levels who took the TerraNova test gained an average score above their anticipated scores as indicated by the In View portion of the fall testing.

When student test scores are grouped by their Cognitive Skills Index (CSI) score into three cognitive ability intervals, all groups exceed their anticipated scores. It is noteworthy that those students with the lowest CSI scores exceed their anticipated scores the most.

With all grade levels consistently obtaining scores higher than their anticipated scores, a reasonable conclusion is that St. Veronica School's teachers and programs are meeting or exceeding the needs of its students. In most years, the eighth grade scores show the largest point difference in obtained scores compared to anticipated scores. This is an even stronger indicator that our programs and teaching pedagogies are effective and have a positive impact on student learning.

Our classroom teachers make accommodations for individual needs of students. Small group or individual instruction is provided by our reading and math specialist, our speech and language pathologist, or our on-staff tutor. In addition to the classroom curriculum, some programs that may have contributed to the higher scores are the computer lab which students visit weekly to complete activities that enhance the objectives from their classroom curriculum, and Accelerated Reader, which has been included in the U.S. Department of Education Institute of Education Sciences website, the What Works Clearinghouse, as a proven method in educational practices.

St. Veronica's math scores show a similar pattern to the reading scores. In 2007, our eighth grade students obtained an average score 6 points higher than the anticipated score. Sixth grade students scored an average of 10 points above their anticipated scores, and the fourth and second grade students scored 4 points and 10 points respectively above the anticipated scores. This trend was true in each of the last five years with classes consistently scoring at or above their anticipated average score.

When analyzing the reading and math scores to compare them against national scores, our students consistently score in the top 10%.

2. Using Assessment Results:

St. Veronica administers the TerraNova and InView tests every October to all students in grades 2, 4, 6, and 8. The TerraNova test evaluates each student's level of achievement expressed as obtained scores in several content areas and the InView test is used to determine the individual student's cognitive ability expressed as anticipated scores in each area. The individual student's scores on each test are combined to determine the class and grade level average obtained and anticipated scores.

Each year, the principal is the first one to analyze the data. The data from each grade level is compared to past performances. In the past 5 years the students have obtained scores consistently higher than anticipated by the InView scores. The principal looks at every student's obtained score and compares that to his/her individual anticipated score. The results are shared with all teachers to establish the academic health of the school. The principal then shares individual class and grade level scores with the teachers to determine the particular strengths and weaknesses of their students.

The principal and the teachers decide which additional resources might benefit the students. The principal shares the results with grade levels 1, 3, 5, and 7 to determine the strengths of the practices and programs at that grade level. Additional resources to assist students include remedial or enrichment classroom materials, preferential seating, peer-tutoring, or individual or small group help from the reading specialist, math specialist, on-staff tutor or teaching assistants available for each grade level.

The scores are also sent to parents and may be used in a parent-teacher conference if the teacher or parent has a concern about a student's academic growth and/or performance. Using test data, parent input, observations and results of the student's work help the school provide the best education to each student.

3. Communicating Assessment Results:

St. Veronica communicates the test results to parents and stakeholders in a variety of ways. Individual student scores are sent to the parents after fall conferences. The report includes information to assist the parent in understanding the scores. Teachers and administrators are available for assistance if a parent needs additional help in interpreting the student's scores.

A summary of the results is included in the weekly newsletter informing the parents of the academic health of our school. The information included in last year's newsletter was the announcement that the school placed in the top 10% of the nation and exceeded the Archdiocese of Cincinnati average scores on the TerraNova tests. The average percentile score for each grade level is also included in this communication. The results are also reported by the school principal at various parish committee meetings where all stakeholders are invited to hear and discuss matters of importance related to the school. The principal explains the InView portion of these tests that correlates the students anticipated performance to his/her actual obtained performance on the TerraNova tests.

In order to use this information to insure our students are getting the best possible education, our principal analyzes the data for each grade level and compares it to scores from earlier years. This information is communicated to the faculty during a staff meeting and on an individual basis as needed. Communicating this information insures that the programs and practices we are using are the best programs and practices for our students. Suggestions are made in areas where adjustments are needed and individual student's test scores are analyzed for discrepancies that indicate an individual student may need additional services.

4. Sharing Success:

In the event that St. Veronica School is awarded Blue Ribbon School status, we will share our resources and successes with other members of the educational community and the community at large. Sharing our past

successes provides a model for sharing future successes. Locally, St. Veronica School teachers meet and share ideas with other members of the Eastern Cluster schools in the Archdiocese of Cincinnati. In 2008 our school received the Promising Practice award at both the state and national level for its Special Friends Program. Our teachers presented this program to Ohio school teachers at the Ohio Schools of Character Summit in Columbus, Ohio.

In the community we will continue to share the talents of our art program by offering daytime classes to senior citizens and pre-school children. Our music programs will continue to perform outside the school to build community relationships. Examples of past performances include joint performances with other junior high bands, marching in the Reds Opening Day Parade, performances at the Festival of Lights at the Cincinnati Zoo and our vocal ensemble performance each year in a national competition. In February 2009, our school will collect funds for the Navajo children in Tohatchi, New Mexico for assistance with their school travel expenses.

St. Veronica School will continue to share our successes with countries around the world as part of our monthly outreach program. Our efforts include collecting funds for Habitat for Humanity and participation in a parish-wide relief initiative for storm-ravaged Haiti. In 2008, our school collected enough funds to build an Ark of Hope for Heifer Project International.

Sharing our successes to help others is an essential part of St. Veronica School's culture, and the sharing of our self evaluation and the Blue Ribbon application process will continue that tradition.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Saint Veronica School's educators believe in the Christian approach to education that takes into account the students' spiritual, physical, mental, moral, and social development. The curriculum is intended to develop responsible, decision-making individuals for the maximum benefit of society. Our curriculum is based on the Graded Course of Study set forth by the Archdiocese of Cincinnati which is aligned with Ohio's most recent standards. These include governance and organizational leadership, strategic planning and continuous improvement, student and stakeholder focus, faculty and staff focus, educational programs and support, the use of data to improve performance results, and procedures for evaluation and intervention. Core courses are taught daily. Methods include whole group, small group, and individual instruction, cooperative learning, role-playing, music, art, and drama. Other methods incorporate hands' on activities and implementation of the most recent technology including websites such as United Streaming and computer programs like the Rosetta Stone Language Program.

The Math curriculum focuses on numbers, number sense, operations, measurement, geometry and spatial sense, patterns, functions and algebra strand, data analysis and probability. Math instruction includes application to problem solving and real life situations.

Science classes develop attitudes and skills of scientific inquiry. Topics include earth/space science, life science, physical science, and environmental science.

The Social Studies curriculum teaches children to make discoveries about cultures, traditions, geography, and history of the world's citizens. It also enables students to understand their roles and civic responsibilities for peace and social justice.

The Language Arts program develops strong communication skills, both receptive and expressive. Areas of focus are listening, speaking, reading and comprehension, media literacy, and writing proficiency. Literature is incorporated into every grade level and across the curriculum.

Our Music education program develops an appreciation for music and provides opportunities for students to actively participate in creating, interpreting, and performing music. Students can expand their interest and abilities through participation in vocal ensemble, beginning and advanced bands, and school-wide musicals.

Art education introduces the students to the world's natural beauty and to man's artistic contribution throughout history and across cultures. Goals include aesthetic perception and criticism, art history and culture, and art production and expression. Students study multiple artists and genres and experiment with various mediums.

Spanish language classes are taught weekly to all students in grades kindergarten through eighth. All students in grades 7 and 8 have Spanish class for 40 minutes twice every week. Our curriculum focuses on vocabulary, grammar, verbal and written skills, history, and traditions that foster positive attitudes toward other cultures.

The Physical Education program offers activities that include development of motor skills, movement education, and health-related fitness and safety. Good sportsmanship, kindness, and consideration for all students are emphasized throughout this curriculum.

The Computer Technology program supports the entire curriculum at St. Veronica. Classes include keyboarding, creative writing and publishing, PowerPoint presentations, and use of Microsoft Word and Excel. All students are taught the value of responsible and ethical Internet usage.

Our Religious Education nurtures a personal relationship with God through the study of the Gospels, church traditions, history, and doctrine. Opportunities for worship and individual prayer are provided on a regular basis. The importance of community service, compassion, and responsibility are emphasized.

The ultimate goal of our curriculum is to enrich our students' entire lives. We strive to encourage a passion for education and development of the skills necessary to become lifelong learners.

2a. (Elementary Schools) Reading:

Reading is an important subject at St. Veronica School. We emphasize reading at all grade levels. We use basal readers, phonic books, and novels to teach reading. Our readers were chosen for the quality of the stories, vocabulary, and the skills introduced. Students learn phonics with activities and phonics book. Teachers in the primary grades know the importance of acquiring phonemic awareness so phonics is taught and is a part of the spelling curriculum. Skill lessons are also taught to develop and improve comprehension. Our teachers know that readers need to be actively summarizing, clarifying, comparing and predicting while reading. Teachers love reading novels to their classes. This allows them to introduce new series, authors, and fiction or nonfiction books. Reading aloud develops vocabulary, language expansion and plays an important part of children's background knowledge. We have a unique program at our school called Reading Pals. Volunteers are paired up with primary student to read with the children.

Early identification of students who are struggling provides those students the opportunity to work with our reading specialist. The "Soar to Success" program is used by teachers to also meet the needs of struggling students. "Great Leaps" is used to improve fluency. Teachers, teacher aides and the reading specialist work to help struggling readers become successful.

At St. Veronica School we know that practicing reading skills is essential to becoming a good reader. Reading is part of students' nightly homework. Reading improves and develops comprehension, vocabulary, spelling, writing skill plus is enjoyable and knowledge can be acquired. Our librarian constantly adds quality books to the library for students to check out on a weekly basis. St. Veronica School has a literature-rich reading program that helps develop readers with the necessary skills for a life of reading.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

One aspect of the mission of St. Veronica School is to develop responsible decision-making individuals. A major component of that mission is our focus on developing individual responsibility and becoming responsible members of the larger community.

In Social Studies classes, we stress the dignity of the individual and talk about times in our country's history where this value was not upheld. On a recent trip to the Cincinnati Freedom Center, St. Veronica 7th graders were shown the indignities suffered by African Americans through the long period of slavery in our nation's history. They wrote essays describing how the indignities suffered by the African Americans relate to the ways other minority groups in American Society have been treated. We often discuss how students need to grow and become aware of prejudices so they can work to eliminate social injustices by electing leaders who are committed to ending injustices.

Social Studies students learn that government functions provide services within the community; they, as community members, also must reach out to those in need. St. Veronica students accomplish this mission in the wider community through our outreach programs like Habitat for Humanity, the Heifer Project and Haiti School mission. Students plan and design posters, conduct speaking tours to describe the mission and collect funds throughout the year to donate to these projects. In addition, we reach out to the worldwide community through an organization called Room to Read. We built a school in Nepal that serves over 500 students from remote villages. The students raised \$5,000 and a generous parent donor provided matching funds. St. Veronica students learn that they are a vital part of their community by becoming actively engaged in carrying out the mission of the school: to function as stewards of God by reaching out to those in need.

4. Instructional Methods:

The faculty at St. Veronica School strives to meet the diverse needs of each student. In the classroom, teachers use a variety of teaching methods that are effective and research based. Teachers vary their methods regularly so that all students can learn effectively. Small group work is often used. Higher order thinking skills are emphasized and are an objective in our School Continuous Improvement Plan.

When students do not respond to differentiated methods, teachers use the reading specialist, math specialist, and on-staff tutor to individualize instruction. Laptops are available to students with dysgraphia. Student growth is regularly evaluated and adjustments and accommodations are made to the standard curriculum when necessary. This may be accomplished by reading material aloud or reducing the number of questions on worksheets or tests. If extra time is needed for test taking, it is arranged. All of our students in grades 5-8 use daily planners. If students have difficulty using the planners, the teachers meet with the student daily to discuss and sign the planner. Our principal meets each morning with individual students who have a pattern of difficulty completing homework to help them prioritize and plan for improvement. The school also offers speech and language therapy. In addition, we have a school psychologist who works with our students as needed and offers parenting classes for our parents.

Teachers often meet with students during recess and lunch for further explanation and support. We also have teachers who provide after school tutoring in the building to accommodate students with specific needs. This provides an excellent opportunity for the tutor and regular classroom teacher to share the needs and expectations of the student. Every possible method is employed to ensure maximum growth for each and every child in the school.

5. Professional Development:

All teachers are required to complete professional development during each school year focusing on fostering higher thinking skills in students, differentiation, or learning styles. Teachers are provided with professional development days and supported in selection of the workshops. Assistance is also provided in finding funding. Teachers have attended the OCEA Convention, Miami University's Ohio Writing Project, Miami University's Environmental Science for Elementary School Teachers, Lakota Literacy VIEW Reading and Writing Workshop, and the eTech Ohio Educational Technology Conference. Resource information, lesson plans, and ways to implement knowledge are then shared with the faculty at staff meetings for the maximum benefit of our students.

In addition to the required workshops, teachers are encouraged to attend additional workshops and share information pertaining to other current topics in education. Technology training in Smartboard and Student Response System use is provided yearly. Sample lesson plans for student use of the Smartboards are shared with the faculty at these workshops. Our Spanish teacher attended the Rosetta Stone Language training and is using that knowledge to address different learning styles in a foreign language. She meets regularly with a Spanish mentor and Spanish-speaking alumni to facilitate teaching Spanish to all ages and encourage a broader cultural exchange.

Monthly faculty meetings are held with discussions on topics pertaining to teaching higher thinking skills and addressing different learning styles. Results from the Terra Nova tests are discussed, along with ways to improve students' performance by enhancing their strengths and improving their weaknesses. Teachers brainstorm ways to accommodate students as well as ways to implement character building education. Teacher led demonstrations are encouraged and mentors are provided for all new faculty members. These practices enable the sharing of knowledge and facilitate dependable use of research based lessons that will best serve student learning.

6. School Leadership:

At St. Veronica School, the principal is acknowledged as the head of the school. He leads primarily by example and encourages all teachers to accept the challenge to lead. His modeling of respectful behavior can be seen in our school hallways each day; he is courteous to every person and makes himself available to teachers, parents, and students alike.

In addition, the principal shows leadership by his presence. Unless a meeting outside the building necessitates his absence, the principal is present every day, greeting students as they enter the school building in the morning, leading prayer over the PA, and making announcements. He is present at many extracurricular events and student performances. He assists in supervising students, especially in safety situations. He encourages strong parental involvement and support through organizations like PTO and other volunteer opportunities.

The principal provides a sense of direction for the school community. He is actively involved in revising the school handbook each year, and he writes a column in the school's weekly newsletter, giving guidance as well as factual information to parents and students. Teachers serve as partners in leadership with the principal. Teachers meet regularly with the principal and consult with him regarding curriculum, discipline, and individual student achievement. He holds monthly faculty meetings to discuss matters of importance in maintaining a quality education for our students.

The principal is highly involved in the achievement of each individual student. He reviews every report card each quarter and meets with the teachers to discuss a plan for success for failing students. He arranges tutoring for students requiring it, and he consults with the school psychologist and remediation teachers to support individual students. The principal participates in many parent-teacher conferences. He further serves on committees to investigate and implement programs, such as our new bullying program.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$4920</u> K	<u>\$2610</u> 1st	<u>\$2610</u> 2nd	<u>\$2610</u> 3rd	<u>\$2610</u> 4th	<u>\$2610</u> 5th
<u>\$2610</u> 6th	<u>\$2610</u> 7th	<u>\$2610</u> 8th	<u>\$0</u> 9th	<u>\$0</u> 10th	<u>\$0</u> 11th
<u>\$0</u> 12th	<u>\$2460</u> Other				

4. What is the educational cost per student? \$ 3785 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 655
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
17 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
20 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 2 Test: TerraNova

Edition/Publication Year: Second Edition Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	73	63	78	69	74
Number of students tested	59	58	50	37	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 2 Test: TerraNova

Edition/Publication Year: Second Edition Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	72	73	78	72	76
Number of students tested	59	58	50	37	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 4 Test: TerraNova

Edition/Publication Year: Second Edition Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	73	68	76	65	67
Number of students tested	52	41	56	55	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 4 Test: TerraNova

Edition/Publication Year: Second Edition Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	80	79	77	74	73
Number of students tested	52	41	56	55	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 6 Test: TerraNova

Edition/Publication Year: Second Edition Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	80	66	71	76	66
Number of students tested	54	55	37	50	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 6 Test: TerraNova

Edition/Publication Year: Second Edition Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	72	63	72	77	70
Number of students tested	54	55	37	50	56
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics

Grade: 8 Test: TerraNova

Edition/Publication Year: Second Edition Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	82	83	77	80	81
Number of students tested	34	44	48	46	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading

Grade: 8 Test: TerraNova

Edition/Publication Year: Second Edition Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
Average Score	86	86	79	86	84
Number of students tested	34	44	48	46	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. (specify group)					
Average Score					
Number of students tested					
2. (specify group)					
Average Score					
Number of students tested					
3. (specify group)					
Average Score					
Number of students tested					
4. (specify group)					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes: